

A MESSAGE TO OUR FAMILIES

Welcome to the Phoenix Elementary School District! Our schools are committed to providing a high-quality educational program for your children by setting high expectations for their performance in the classroom. We believe that strong ties to our families and community help your child become a responsible, life-long learner.

This brochure is a **summary** of grade level learning expectations for Language Arts, English Language Learners, Mathematics, Science and Social Studies. By the end of this school year, mastery of these skills will prepare your child for success next school year.

The learning expectations listed here **summarize** the Phoenix Elementary District curriculum. These expectations reflect the goals of the school district to ensure a quality curriculum for students and accountability to the community.

The Phoenix Elementary School District curriculum is guided by the Arizona's Academic Standards. Follow this link to the Arizona Department of Education website for additional information about the academic standards:
www.azed.gov/standards-practices/.

The District's 2025 Strategic Plan provides clear expectations for our student's academic success. Goals include:

- We will ensure every student we serve is achieving academic success.
- We will engage every student in a rigorous, relevant, research-based learning environment led by well-trained staff.
- We will ensure student enrollment is at capacity in effective and attractive Signature and Neighborhood schools accessible to all.
- Follow this link for additional information about the 2025 Strategic Plan: phxschools.org/district/about/strategic-plan/.

Please contact your child's teacher at any time, and be sure to attend conferences with your child's teacher in October, January and March.

6th GRADE

Learning Expectations



WHAT WILL YOUR CHILD LEARN IN SCHOOL THIS YEAR?



English Language Arts



English Language Learners



Mathematics



Science



Social Studies

Inspiring Every Child to Achieve

PHOENIX #1
Elementary School District



Curriculum and Instruction

2019-2020



English Language Arts

Reading, Writing, Language, Listening and Speaking - Includes Fiction and Non-Fiction

By the end of the school year, students should:

- Determine a theme or central idea of a text and how it is conveyed through particular details in both fiction and non-fiction text
- Provide a summary of the text based on what was read without using personal opinions or judgments
- Compare and contrast similar themes and topics in different types of text (e.g., stories and poems; historical novels and fantasy stories)
- Determine the author's point of view or purpose and explain how it is conveyed in the text
- Evaluate arguments and claims and distinguish between those that are supported by reasons and evidence and those that are not
- Write arguments that provide clear reasons and relevant evidence, using credible sources
- Write brief reports that examine a topic, have a clear focus, and include relevant facts, details, and quotations
- Determine the meaning of words based on how they are used in both fiction and non-fiction



English Language Learners

Oral Language

By the end of the school year, students should:

- Express orally his or her own thinking and ideas
- Identify and apply conventions of Standard English in his or her communications
- Listen actively to the ideas of others in order to acquire new knowledge

Reading

By the end of the school year, students should:

- Demonstrate understanding of print concepts of the English language
- Identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts
- Acquire English language vocabulary and use it in relevant contexts
- Analyze text for expression, enjoyment, and response to other related content areas
- Read with fluency and accuracy
- Analyze text for expression, information, enjoyment and understanding

English Grammar, Structure and Usage

By the end of the school year, students should:

- Use the following parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions and interjections

- Use the following grammar skills: phrase construction, sentence construction, questions, and phonology link
- Express themselves in oral and written form using subordinate sentence structures that incorporate a range of idiomatic English speech patterns like interjections, verbals and advanced verb tenses
- Begin, develop and conclude both oral conversations and written investigations that reveal their understanding of interpersonal discourse and English idioms as well as display their ability to draw inferences and problem solve when delivering information

Writing

By the end of the school year, students should:

- Express his or her thinking and ideas in a variety of writing genres
- Identify and apply conventions of Standard English in his or her communications
- Use the steps of the writing process as a writing piece moves toward completion
- Integrate elements of effective writing to develop engaging and focused text
- Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks

NOTE: Instruction will vary based on student's language level: Pre-Emergent, Emergent, Basic or Intermediate.



Mathematics

Ratios and Proportional Relationships (RP)

By the end of the school year, students should:

- Understand ratio concepts and use ratio reasoning to solve problems

The Number System (NS)

By the end of the school year, students should:

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Compute fluently with multi-digit numbers and find common factors and multiples
- Apply and extend previous understandings of numbers to the system of rational numbers

Expressions and Equations (EE)

By the end of the school year, students should:

- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

Geometry (G)

By the end of the school year, students should:

- Solve real-world and mathematical problems involving area, surface area, and volume

Statistics and Probability (SP)

By the end of the school year, students should:

- Develop understanding of statistical variability
- Summarize and describe distributions

Mathematical Practices (MP)

By the end of the school year, students should:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



Science

Sixth Grade Science Learning Modules

- Diversity of Life
- Catastrophic Events
- Volcanoes

Science as Inquiry

By the end of the school year, students should:

- Use the scientific process
- Create a model to predict change
- Organize and present data

History and Nature of Science

By the end of the school year, students should:

- Describe how science and technology are interrelated

Personal and Social Perspectives in Science and Technology

By the end of the school year, students should:

- Recognize how scientific knowledge thinking processes and skills are used in a great variety of careers
- Develop and use a systematic approach to analyze the risks associated with natural and biological hazards

Life Science

By the end of the school year, students should:

- Describe the basic structure of a cell
- Describe the function of the parts of a cell
- Differentiate between plant and animal cells
- Explain the hierarchy of cells, tissues, organs, and systems

Earth and Space Science

By the end of the school year, students should:

- Explain the rock cycle
- Distinguish the components and characteristics of the rock cycle for igneous, metamorphic and sedimentary rocks
- Analyze the evidence that lithospheric plate movements occur
- Relate plate boundary movements to their resulting landforms
- Describe how earthquakes are measured
- Analyze the impact of large-scale weather systems on the local weather
- Create a weather system model that includes the Sun, atmosphere, and bodies of water



Social Studies

Sixth grade Social Studies emphasizes World history from its earliest cultures through the Enlightenment, including the early cultures of the Americas.

American History

By the end of the school year, students should:

- Construct and interpret historical data displayed in graphs, tables and charts
- Describe the difference between primary and secondary sources
- Describe the characteristics of hunting and gathering societies in the Americas
- Describe the cultures of the Mogollon, Anasazi and Hohokam
- Describe the Adena, Hopewell, and Mississippian mound-building cultures
- Describe the Mayan, Aztec, and Incan/Inkan civilizations

World History

By the end of the school year, students should:

- Describe the lifestyles of humans in the Paleolithic and Neolithic Ages
- Identify and determine how factors influenced groups of people to develop into civilizations in Egypt, Indian, Mesopotamia, and China
- Describe the importance of river valleys in the development of ancient civilizations
- Compare and contrast forms of government of ancient civilizations
- Describe the development of government and citizenship in ancient Greece and Rome
- Describe scientific and cultural advancements in ancient civilizations
- Identify the roles and contributions of individuals in ancient civilizations
- Describe the transition from the Roman Empire to the Byzantine Empire

World History (CONTINUED)*By the end of the school year, students should:*

- Describe the transition from feudalism to nationalism at the end of the Middle Ages
- Describe trade routes that established the exchange of goods in the 15th and 16th centuries
- Describe how the Renaissance was a time of renewal and advancement in Europe

Civics/Government*By the end of the school year, students should:*

- Discuss the important ideas of the Enlightenment Period that fostered the creation of the United States government
- Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government
- Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government
- Describe the importance of citizens being actively involved in the democratic process

Geography*By the end of the school year, students should:*

- Locate physical and human features in the United States and in regions of the world on a map
- Explain why places and regions serve as cultural symbols
- Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions
- Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration

Economics*By the end of the school year, students should:*

- Compare how money, as opposed to barter, facilitates trade
- Explain how trade promoted economic growth throughout world regions
- Compare the cost and benefits of using credit
- Explain how interest is the price paid to borrow money
- Describe the factors lenders consider before lending money

The Important Role of Parents, Guardians and Caregivers

Let your child know that you value education and believe he or she can succeed in school. Find out your school's homework policy, establish routines, and provide a quiet, well-lit place to study. Remember that homework is your child's responsibility; help by listening carefully and asking questions rather than providing answers. Here are some ideas on how to help your child get the most out of his or her school experience:

- Set-up a quiet home reading time when everyone in the family reads and the TV is turned off.
- Read the same book as your child, and set aside regular times to talk about it.
- Discuss the characters, places, and situations in stories, asking what parts of the book remind your child of personal experiences or of parts of other books.
- Read aloud with your child, taking the parts of different characters in a story.
- Encourage your child to record ideas, observations, and stories in a writer's journal.
- Discuss your own reading with your child. Some examples might be an interesting story from a newspaper or magazine article, or an exciting passage from a book.
- Subscribe to a magazine that is appropriate for your child and which appeals to his or her interests. Your child's teacher or local librarian can make suggestions.
- Help your child to pursue individual interests through reading. You might take him or her to the library to check-out books on a certain subject, or clip articles from magazines and newspapers.
- Have your child participate in activities involving money, such as shopping, managing an allowance, and rolling coins.
- Involve your child in estimating distance, money, quantity, and time.
- Encourage your child to think through and explain his or her solutions to math problems.